DOCUMENT RESUME

ED 210 657 CS 006 408

TITLE Remedial and Compensatory Reading Instruction: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1981 (Vol. 42 Nos. 1 through 6).

INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE 81

NOTE 21p.; Pages may be marginally legible.

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS Annotated Bibliographies; *Doctoral Dissertations; Elementary Secondary Education; Hearing Impairments; Higher Education; Learning Disabilities; Reading Comprehension; Reading Diagnosis; *Reading Difficulties; Reading Improvement; *Reading Programs; *Reading Research; Reading Skills; *Remedial Reading; *Teaching Methods

IDENTIFIERS Piagetian Theory

ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 35 titles deal with a variety of topics, including the following: (1) the oral, written, and reading syntax of 46 learning disabled children; (2) the effects of oral reading rate and reinforcement on reading comprehension; (3) supplementary peer instruction in a Title I remedial reading program; (4) a case study of the diagnosis and remediation of a severely disabled reader; (5) reading achievement retention over the summer months for low-achieving students; (6) applying Piagetian theory to remedial reading situations; (7) the effectiveness of instructional television versus text reading for learning concept formation for good and poor adolescent readers; (8) corrective reading, self-esteem, locus of control and parental perception of disabled readers and disabled learners; (9) parents' role in using interactive television with handicapped children; (10) the effects of three prereading activities on the reading comprehension of learning disabled children; (11) an application of protocol analysis in identifying the reasoning strategies used by seventh and eighth grade remedial reading students; and (12) hearing impaired children's reading comprehension of anaphoric relationships. (RI)

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Remedial and Compensatory Reading Instruction: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, July through December 1981 (Vol. 42 Nos. 1 through 6)

Compiled by the Staff of the
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ACHENBACH, JOHN ARTHUR, ED.D. *University of Southern California*, 1981. Chairman: Professor M. David Merrill

Purpose. The purpose of this investigation was to examine the effects of locus of control (internal vs. external) and type of remedial reading instruction (tutorial vs. non-directive) on (a) reading improvement, (b) attitudes toward reading, and (c) attitudes toward style of reading instruction.

Methodology. Students enrolled in six different seventh and eighth grade English classes in one of the Department of Defense Dependent Schools (DODDS) in West Germany took the *Nelson Reading Test, Woodcock Reading Mastery Test, Intellectual Achievement Responsibility Questionnaire* (IARQ), and *DODDS Attitudes Toward Reading Survey*. Three classes were randomly assigned the METRA tutorial reading program and three classes a non-directive reading program designed by the investigator. Twenty students reading below grade level from each program were matched on the basis of sex, race, grade level, reading ability, and locus of control. Each class then participated in its respective semester-long reading program. Students were posttested with the *Nelson, Woodcock, DODDS Survey*, Remmers *Attitude Toward Any Practice* and Achenbach's *Appraisal of the Program*. Data were analyzed through analysis of variance.

Selected Findings. (1) No significant interactions between type of student and program were found for reading improvement or attitudes toward (a) reading or (b) instructional program. (2) All groups showed significant reading gains on both the *Nelson* ($p < .01$) and *Woodcock* ($p < .01$). (3) Tutored groups improved significantly more than non-directive groups on the *Woodcock* ($p < .01$). (4) Internals had higher pretest scores than externals on the *Nelson* ($p < .05$). (5) Internals had more favorable attitudes toward reading on the *DODDS Survey* than externals on the pretest ($p < .01$). (6) Students enrolled in the non-directive program viewed it more favorably on the *Achenbach Appraisal* ($p < .05$) than did students in the tutorial program.

Conclusions. (1) The nature of instructional programs from which internals and externals would benefit most was not established. (2) Significant interaction effects could have been submerged in the overall success of the two programs or lost to the effects of content differences between the programs. (3) As indicated by *Woodcock* scores the METRA tutorial program is widely effective. (4) As evidence by *Nelson* and *DODDS Survey* scores, internals--who are hypothesized to possess superior academic skills--appear to do better than externals on paper-and-pencil evaluations. (5) Since reading gains did not match the favor with which students viewed the non-directive program, what students liked best did not necessarily help them most.

Recommendations. (1) This investigation should be replicated with one major modification: the two instructional programs should consist of the same content. (2) The METRA tutorial program should be more widely adopted in middle schools. (3) Educators should recognize that middle school students showing a preference for an internal locus of control are likely to perform better on paper-and-pencil evaluations than are students showing a preference for an external locus of control. (6) Educators should recognize that those reading programs in which students show the greatest favor are not necessarily helping them reap the greatest achievement gains.

ORAL, WRITTEN, AND READ SYNTAX OF FORTY-SIX LEARNING DISABLED CHILDREN Order No. 8120376

AITCHISON, CAROLE THOMPSON, PH.D. *The University of North Dakota*, 1981. 184pp. Adviser: Professor Myrna Olson

Problem. This study was designed to meet the need for further investigation of the relationships among oral language, written language, and reading. The following questions were investigated: What syntactical structures characterize the oral and written language of forty-six learning disabled children? What is the relationship between the structures used in the oral and written language of the forty-six subjects? What is the relationship between structures used in oral and written language and errors in oral language? Is the analysis system described by Dever (1978) useful for the purpose of analyzing the syntax of oral language, written language, and reading errors of school-aged, learning-disabled students?

Procedure. Subjects for the study were forty-six learning disabled children in grades two through eight.

This study was exploratory in nature, designed to describe the syntactical structures characteristic of the oral and written language of the subjects and to examine the relationships between the two language forms. In addition, oral reading samples were analyzed and comparisons were made among reading errors and oral and written language use. The language analysis system described by Dever (1978) was the basis of the present analysis. Modification suggested by Heintz (1979) and Rubbelke (1979) were implemented. In addition, certain methods described by Loban (1976) were incorporated into the analysis.

Results. For all subject groups, both the oral and written language was typified by the use of the following noun phrase constituents: determiner$_2$ including possessive, indefinite article, and definite article fillers; and head nouns including pronouns and common nouns.

All subject groups used the following verb phrase constituents in their oral and written language samples: present tense, continuum, and transitive head verbs.

All subject groups used prepositional phases in both their oral and written language samples.

As grade level increased, the number of different types of constitutents used to fill a particular structural slot increased for both oral and written language. However, the variety of constituents present in the written language of the subjects did not equal that of the oral language at any level. This finding is indicative of the greater structural variety of the oral language as compared to the written language for the forty-six subjects of the present study.

Generally, quantitative analyses did not consistently reveal significant relationships among oral and written language structures. However, qualitative analyses involving the identification of the profiles of structural constituents presented by the subjects was useful in making comparisons between the oral and written language of subjects at the various grade levels and across the various grade levels.

The errors produced by the subjects during oral reading were not systematically related to the frequency of occurrence of the structures selected for analysis of the present study.

DECODING OF MULTISYLLABIC WORDS BY SKILL DEFICIENT FOURTH AND FIFTH GRADE STUDENTS Order No. 8126082

ARCHER, ANITA LOUISE, PH.D. *University of Washington*, 1981. 329pp. Chairperson: Dr. Josephy Jenkins

This experimental study examined alternative approaches to teaching children to decode words. Forty-eight reading deficient 4th and 5th graders were assigned to four conditions: Preskill Training; Preskill + Strategy Training; Preskill + Build-up Word Practice; and Monosyllabic Training. Students in the Preskill Training condition received 9 days of instruction on eight preskills derived from a text-based task analysis of multisyllabic word reading followed by 9 days of monosyllabic word reading. Preskill + Strategy Training consisted of Preskill Training followed by 9 days of instruction on a strategy for segmenting and decoding longer words. Training in the Preskill + Build-up Word Practice condition was similar; however, no strategy for segmenting words was introduced. Instead, the subjects read words with the word parts indicated by the instructor. In the final condition, Monosyllabic Training, 18 days of training were given on reading regular and irregular single syllable words in context and in isolation. Highly structured, direct instruction was used in all conditions.

The mean scores for the three intervention groups receiving training related to multisyllabic word reading were significantly higher on all outcome measures than those obtained by the Monosyllabic Training group. The experimental procedures were effective in improving the decoding skills of reading deficient 4th and 5th graders. The mean scores for the two groups receiving Preskill Training with additional practice in decoding multisyllabic words (Strategy Training or Build-up Word Practice) were significantly higher than those obtained by the Preskill Training group. Though the Preskill Training increased the ability of subjects to read longer words, it was not sufficient to gain a high level of decoding performance. Though the

means for the Preskill + Strategy subjects were higher than those obtained by the Preskill + Build-up Word Practice subjects, the comparison was only significant for two of the outcome measures. Both treatments were very effective in increasing multisyllabic word reading skills with any differential effects slight.

THE EFFECTS OF SENTENCE-COMBINING PRACTICE ON THE SYNTACTIC MATURITY, QUALITY OF WRITING, AND READING COMPREHENSION OF A SELECT GROUP OF COLLEGE STUDENTS IN REMEDIAL ENGLISH IN SOUTHEAST GEORGIA

Order No. 8120107

ARMBRECHT, BRENDA GALE, PH.D. *Georgia State University - College of Education*, 1981. 173pp.

Purpose. The purpose of this study was to determine the effects of grammar-free, open sentence-combining practice on the syntactic maturity, overall quality of writing, reading rate, and comprehension of junior college freshmen enrolled in remedial composition courses for approximately eleven weeks.

Methods and Procedures. Two college remedial composition classes of 21 students each were the control and experimental groups for the study. The Independent variable consisted of planned instructional units designed to teach students in both groups to write acceptable expository essays. In addition to these instructional units, the experimental group received weekly for eleven weeks an additional 90 minute treatment consisting of open sentence-combining practice. The Dependent variables were: (A) three factors of syntactic maturity, measured by a controlled stimulus: words per T-unit, words per clause, and clauses per T-unit; (B) quality of writing at draft and edited stages, evaluated holistically by trained raters using an analytic scale; (C) posttest reading comprehension scores, measured by standardized and Cloze tests; (D) posttest reading rate scores, obtained from a standardized subtest.

At pre- and post-test periods, students were given a thirty-two sentence controlled stimulus passage "Aluminum" and were told to make it better. Three factors of syntactic maturity were calculated, providing mean T-unit and clause length and mean clauses per T-unit.

Quality of writing was evaluated using pre- and postdrafts and edited expository essays. Students wrote for sixty minutes on an assigned topic which was collected and became the rough draft. The essays were returned the next day with instructions given to the students to improve their essays. The second essay became the edited writing. The four pieces of writing were evaluated by three trained raters.

Reading rate and comprehension were measured by subtests from the *Stanford Diagnostic Reading Test* Form A. An additional measure, a Cloze test, was used to evaluate comprehension.

The quasi-experimental pretest-posttest design for nonequivalent control groups were used, and the data were subjected to analysis of covariance.

Results. The experimental group experienced highly significant growth on two of the three syntactic maturity measures investigated--mean T-unit and clause length. Overall quality of writing at the draft stage was not significant for either group, but quality of writing at the edited stage was highly significant for the control group. Performance on measures of reading comprehension and reading rate was not significant for either group.

Conclusions. Findings suggest that college freshmen can learn to produce syntactically mature sentences within a brief period and that sentence combining can be learned expeditiously when controlled content is used.

While there was no significant difference in overall quality of writing at the draft stage, the improved quality of edited writing for the control group may be attributed to the concept of improved writing. The possibility exists that the experimental group may have conceptualized improvement to mean mature sentences while the control group understood improvement to be more closely related to organization, development, wording, and flavor.

THE EFFECTS OF ORAL READING RATE AND REINFORCEMENT ON READING COMPREHENSION

Order No. 8124410

ARMSTRONG, STEPHEN WILLIAM, PH.D. *The University of Florida*, 1981. 173pp. Chairman: Cecil D. Mercer

The present study of six learning disabled students was composed of two parts: (a) an investigation of the effects of contingencies of reinforcement upon comprehension answer percentage correct and latency across three levels of materials and (b) an investigation of the correlations of words read orally correct per minute, words read orally incorrect per minute, comprehensive answer percentage correct, and mean comprehension answer latency.

The results for part one are mixed. The potential reinforcer employed was pennies and they failed to show clear reinforcing effects in most cases for either percent correct or latency. There was some indication of the pennies condition increasing comprehension percentage when the students were at the instructional material level.

The results for part two were straightforward. There was a strong positive correlation for all six subjects between words read orally correct and comprehension answer percentage correct. All subjects showed a strong negative relationship between words read orally correct and mean comprehension answer latency and a strong positive correlation between words read incorrectly per minute and mean comprehension answer latency.

An additional finding was that these subjects, in grades three and four, could comprehend material in which their oral reading performances were considerably lower than the guidelines suggested by the literature. None of the six subjects met the oral reading criteria commonly cited in the literature while most subjects were able to achieve 100 percent comprehension of factual material from the reading passage.

THE EFFECTS OF A PERSONAL LEARNING LABORATORY PROGRAM ON THE READING ACHIEVEMENT AND SELF-CONCEPT OF ESEA, TITLE I ELEMENTARY STUDENTS (GRADES 3-6)

Order No. 8121542

ARMHOLTER, DORIS JOYCE, PH.D. *George Peabody College for Teachers of Vanderbilt University*, 1981. 117pp. Major Professor: James Whitlock

This study investigated the effectiveness of a Personal Learning Laboratory (PLL) program in improving reading achievement and self-concept of ESEA, Title I students in grades three through six. The reading achievement of students enrolled in the PLL program and a supplementary reading program was compared with reading achievement of students receiving only a supplementary reading program. Post-test self-concept scores were also compared in the investigation. The PLL program worked with students exhibiting undesirable school behaviors.

The data were drawn from existing data of eighteen ESEA, Title I elementary schools in one district of a large metropolitan school system. All students selected were achieving at or below the thirtieth percentile as measured by pretest scores on a standardized achievement test. The experimental group consisted of seventy-four students from the PLL programs. The control group consisted of sixty-seven students from the schools which were not part of the pilot program. The control group students were enrolled only in an ESEA reading program and had been referred by classroom teachers as eligible for the pilot program through a behavior checklist. Also, the total experimental and control groups were divided by grade levels to form four groups of equal number. The grade three-four experimental and grade five-six control groups each contained twenty-five students. Therefore, twenty-five students were randomly selected from the grade three-four control group and from the grade five-six experimental group.

The treatment period for the experimental group was October through April. Students attended thirty to forty-five minute sessions in the program. However, the number of weekly sessions for each student varied, according to the needs of the student. The classes ranged from one to six students. The laboratory program consisted of a systematic method of diagnosis, prescription, evaluation, and recording of individual progress. A variety of materials and techniques was used to help students improve their school behavior. The control group received only the supplementary reading program.

The Comprehensive Test of Basic Skills and the California Achievement Test were part of the school system's regular spring

achievement testing program. The total reading percentile scores of Spring 1979 and Spring 1980 were used as pretest and posttest scores respectively. The total self-concept raw scores from the Piers Harris Self-Concept Scale, administered by the school district in spring of 1980, were used as posttest scores. For the reading achievement section of this study, a two-factor repeated measures analysis of variance was used for the comparison of pre-post test scores of the two large groups. A three-factor ANOVA with repeated measures on one factor was employed for the comparison of the four smaller groups. A *t* test for independent means was conducted on the posttest self-concept scores of the total experimental and control groups. A two-factor ANOVA was performed on the scores of the four groups. To determine the significance of the differences, at the .05 level, *t* tests for independent means were used throughout the study, whenever appropriate.

Findings of this study indicated no significant differences in reading achievement gain or in posttest self-concept scores of the laboratory program and the control group. However, the grade three-four experimental group demonstrated a self-concept score difference at the .10 level of significance when compared with the grade five-six experimental group. The self-concept scores of all groups were in the average range.

SUPPLEMENTARY PEER INSTRUCTION IN A TITLE I REMEDIAL READING PROGRAM

Order No. 8114324

BOHAC, CATHERINE ALBERT, PH.D. *University of South Carolina*, 1980. 162pp.

The primary purpose of this study was to investigate the effectiveness (as measured by a change in pupil reading achievement and attitude toward reading) of supplementary peer tutoring with Title I students in a rural school in South Carolina. It was hypothesized there would be no significant differences in the mean scores when poor readers in Title I third and fifth grade classes who participated in a supplementary peer instruction program were compared on pretest and posttest scores with non-Title I third and fifth grade poor readers with similar characteristics who did not participate in a supplementary peer instruction program.

Fifteen fifth grade Title I students tutored fifteen third grade Title I students in reading. The control subjects were selected from the same school as the experimental subjects. All students in both groups attended developmental reading classes. The experimental subjects spent an additional 45 minutes each day in the Title I remedial reading class. The program lasted eleven weeks.

A tutor training session for fifth grade experimental subjects was held for one week prior to the peer work with the third grade experimental subjects. The training period helped the tutors learn how to assist a younger child to learn to read better. The tutors learned how to give praise and encouragement, to be patient, to be a friend and to evaluate the work of the tutee.

Examination of the data indicated that peer tutoring benefitted the tutor more than the tutee. There were no significant differences at the .05 level of probability in reading achievement or attitude between the Title I third grade students and the third grade control students.

There was a significant difference at the .05 level of probability in the means between the fifth grade samples on word recognition and in attitude toward reading in favor of the experimental sample. An analysis of covariance was used to analyze the data.

An analysis of the posttest scores of the CTBS (Subtest: Total Reading) was made for the subjects used in the experiment and for all third and fifth grade students for the previous three years who had comparable reading characteristics as the Title I students. There were no significant differences among the scores of the third grade samples. There was a significant difference between the scores of the fifth grade samples for the years 1978 and 1980 in favor of the 1980 sample. The 1980 fifth grade sample was basically the identical 1978 third grade sample. It is possible that the difference in the 1980 sample was due to the treatment in the experiment.

It was concluded that for the fifth grade tutors the treatment was beneficial in raising word recognition scores and in improvement in their attitude toward reading.

EFFECT OF ADVANCE ORGANIZERS AND BEHAVIORAL OBJECTIVES ON READING OF SIXTH GRADERS WITH SELECTIVE ATTENTION DEFICITS

Order No. 8119760

BORER, GARY S., PH.D. *Fordham University*, 1981. 103pp. Mentor: Sylvia Rosenfield

Purpose. The present study investigated the effects of advance organizers and behavioral objectives as strategies for improving reading achievement skills of children with deficits in selective attention skills. To accomplish this goal, the relationship between level of selective attention and the use of advance organizers and behavioral objectives within the classroom on achievement of reading comprehension skills was examined.

Method. The study was conducted with 8 sixth grade classes in a suburbal middle school. The total sample consisted of 96 students, including 48 males and 48 females. Eight teachers, in teams of two, participated in the study. Each of the four teams was randomly assigned to one of four treatment conditions; advance organizers, behavioral objectives, advance organizers plus behavioral objectives and a control condition of neither advance organizers nor behavioral objectives.

Level of selective attention was measured on Hagen's (1967) Central-Incidental Learning task, as adopted by Hallahan et al(1978). In addition, a pre test of reading achievement (Iowa Test of Basic Skills) was also administered. The students were then divided into high and low levels of selective attention and randomly assigned to one of the treatment groups or the control group.

Students were assigned to reading groups for instruction at their level by the classroom teacher. Each treatment group received a standardized introduction on the use of written advance organizers, written behavioral objectives, or both. Behavioral objectives and/or advance organizers were presented at the beginning of the unit. During Phase 1 of this study the two control groups received no treatment; however, during Phase 2, the control groups received written advance organizers and written behavioral objectives. All students were given a post test in reading comprehension skills based on tests designed to accompany the Houghton-Mifflin reading series.

Results. Analysis of the data showed a significant relationship between selective attention and pre-reading comprehension. Using a two-way unweighted means analysis of covariance with the scores on the pre-test as the covariate and the scores on the post-test as the dependent variable, there was a significant main effect for treatment, no significant main effect for level of selective attention and a significant interaction between selective attention and treatment.

Conclusions. On the basis of the findings it was concluded that:
(a) there is a positive relationship between selective attention and reading achievement for sixth grade students; (b) at high levels of selective attention students provided with strategies such as advance organizers and behavioral objectives will perform vided with strategies such as advance organizers and behavioral objectives will perform better than students not provided with advance organizers and/or behavioral objectives;
(c) students who were low in selective attention did not significantly improve in reading when provided with advance organizers and/or behavioral objectives as compared with the control group who received no treatment.

The unexpected finding that the control group outperformed the treatment groups at low levels of selective attention could be understood in terms of the following: (a) unknown differences in teaching methods among groups: (b) students being misplaced in reading groups; (c) the absence of active teacher-student interactions in the treatment groups; since children with selective attention deficits may be viewed as inactive learners, strategies such as the use of written advance organizers and behavioral objectives may not be effective unless the teacher provides help to these students to actively use them; this could be avoided in future studies by more active monitoring of treatments.

It was suggested that there is a need for further investigation: (a) to develop techniques to find more active ways to help students who are low in selective attention to utilize cues such as advance organizers and behavioral objectives; (b) to examine whether a greater amount of time for the treatment variable would have an effect; (c) to place students in groups matched for reading levels.

THE DIAGNOSIS AND REMEDIATION OF A SEVERELY DISABLED READER: A CASE STUDY Order No. 8117218

BURKE, EDMUND VINCENT, PH.D. *Michigan State University*, 1981. 242pp.

This is a case-study of a severely disabled reader. The individual in the study is an eleven year old caucasian boy who had not progressed beyond an equivalence of grade one in reading despite five years of audio-visual reading instruction at school and three years of similar instruction at a reading center. Psychologists had diagnosed the individual as having a central nervous system impairment which handicapped numerous phases of his intellectual functioning. Their prognosis was that it was doubtful that he would ever read significantly above his present level.

The case-report describes in detail the procedures that the investigator used in the diagnosis and remediation of the individual.

Etiological data was gathered from several sources: interviews with his parents; teachers and others who knew him: his file at the Reading Center; school reports: and from the individual himself. As the data was gathered it was organized under four headings for later analysis: physical, sociological, educational and psychological factors.

Therapeutic data about the individual's strengths, weaknesses and behavior in reading were obtained from the administration of standardized tests and informal procedures. These data were grouped under the four signs of the Sherman Model of Reading and Learning: sight vocabulary, decoding performance, fluent texting and comprehension.

When sufficient pertinent etiological and therapeutic data had been gathered, recorded in a daily diary, and analyzed, the investigator selected ten learning principles which were incorporated into the remedial instruction. It was also decided to use a language experience approach combined with a multi-sensory approach to quickly develop the individual's reading skills, particularly his sight vocabulary.

During the sixteen weeks of remediation, the individual learned three hundred sight words through a method somewhat similar to Stages 1 and 2 of the Fernald technique. Words were obtained from language experience stories or from a basic sight word list. Each word was written in large cursive letters onto a flashcard and was learned by tracing and saying and by writing and saying the word until it could be reproduced and recognized when it was flashed.

The investigator composed sentences and stories solely from known sight words to facilitate the development of fluent texting and comprehension. Each reading passage was typed on a primary typewriter and the same format was used each time so as not to hamper either fluency or comprehension.

By the end of the remedial period the individual had improved in three of the four signs on the Sherman Model of Reading and Learning. His sight vocabulary, measured by the Slosson Oral Reading Test, had increased from a raw score of thirty-four to forty-five words. His fluency had improved and he showed that he was able to read meaningful units of language when he read aloud. His reading comprehension was good, particularly when he read the passages aloud. He was administered the Gates-MacGinitie and his grade equivalence had increased from 1.5 to 2.4 at the end of the sixteen weeks of remediation.

THE EFFECTS OF EXPANDED, NORMAL, AND COMPRESSED SPEECH, UNDER DESIGN SPECIFICATIONS, ON AUDITORY PROCESSING OF ADULT, BLACK, READING DISABLED STUDENTS

CASEY, RHODA LINTZ, ED.D. *University of Southern California*, 1980. Chairman: Professor William H. Allen

This study tested the hypothesis that varying presentation rates resulted in different levels of criterion performance for subjects with varying levels of auditory perception. A purpose of the study was to investigate appropriate design techniques to be used in the development of instructional media for an audience manifesting auditory association lag, a conditon in which an individual requires longer than normal time for comprehension of an auditory language message. Design variables investigated were rate of recorded speech, sentence length, complexity of language, and inclusion or non-inclusion of visuals.

An aptitude-treatment-interaction research design was utilized, with auditory perception measured by the Slingerland Test, Levels III-IV, modified for removal of Black Dialect interference, as the aptitude, and rate of presentation as the treatment.

Each of the 54 adult, reading disabled, black students screened for auditory acuity was randomly assigned to one of three treatment groups of Expanded (130wpm), Normal (169wpm), or Compressed (241wpm) rate. An audio-print test was designed to measure performance on following directions given in sentences varied in length, complexity, and visual inclusion. The narrator was a black male.

The test measured auditory language processing, not recall. Intervals of 11 seconds were provided between items to allow written responses. In scoring, sentences were weighted on both complexity and length. Data were analyzed by multiple and bivariate regression techniques.

Results. (1) Main effects of treatment on scores on total Casey Test, length, complexity, visual and non-visual were not found. (2) Main effects for apptitude were revealed for all measures but the non-visual. (3) Interactions of treatment and aptitude were significant on all five measures at the .001 level. (4) On the non-visual measurement, under Expanded treatment, only 13% of the variance was accounted for by ability, suggesting that expansion aided subjects with low auditory processing ability.

Secondary Analyses. (1) In general, as aptitude decreased, performance decreased. Performance also declined as rate increased. (2) Expansion aided subjects with low or high auditory processing ability, but not those with middle-range ability. Some high ability subjects, however, disliked expansion. (3) Long sentences were significantly more difficult than short sentences, complex sentences significantly more difficult than simple sentences, and non-visual sentences significantly more difficult than visual sentences. The most difficult configuration was the long, complex, non-visual sentence.

Conclusions. (1) Rate of presentation, at speeds up to 241 wpm, was not a significant factor, by itself, in the auditory processing of language. However, rate, when considered in conjunction with level of auditory perceptual ability, produced a significant interaction effect on the auditory processing of language. (2) Application of design principles in the control of length, complexity, and inclusion of visuals in stimulus materials was related to differences in performance on various sentence types.

Recommendations. (1) Separate studies should be initiated that focus on only one of the dimensions investigated in this exploratory study, so that any influences of interdependence of dependent variables would be removed. Necessary studies concern Length (long versus short), Complexity (simple versus complex), and Visual Inclusion (visual versus non-visual). (2) A study is needed to investigate differences in performance on decoding and encoding tasks as opposed to differences in performance caused by visual and non-visual stimuli. (3) Learning outcomes of student control over rate of presentation of auditory material should be studied. (4) Taped materials designed for students with low auditory processing ability should be recorded at expanded rate. (5) Development of a matrix should be investigated such that various combinations of design variables in stimulus materials for specified audiences were suggested as a guide for designers.

ORAL STORY MAKING EXPERIENCES TO IMPROVE THE ORAL LANGUAGE PROFICIENCIES AND "SENSE OF STORY" OF FOURTH GRADE REMEDIAL READING STUDENTS Order No. 8126483

COLEMAN-MITZNER, JANET, PH.D. *Michigan State University*, 1981. 279pp.

The purpose of this study was to determine the feasibility of using oral story making experiences to improve the oral language proficiencies and "sense of story" of fourth grade remedial reading students through select literary experiences. These literary experiences include exposure to select literature (a) in read-aloud experiences, and (b) in wordless picture books for creative oral composition experiences.

The design of the study was a quasi-experimental Pretest/Posttest Control Group Model. Twelve fourth grade students were assigned to the experimental (n = 6) group and control (n = 6) group. Subjects were pretested during the first week of the study and posttested during the tenth week of the study in their respective groups in which they were given *The Gates-MacGinitie Reading Test*, Primary B, Form 1 (pretest) and Form 2 (posttest) and *A Look at Literature: The NCTE Cooperative Test of Critical Reading and Appreciation*, Form A, Part I (pretest) and Form B, Part I (posttest). Individual testing sessions were conducted for the *Creative Oral Compositions* (story making) in which the wordless picture books, *A Boy, A Dog, A Frog, and a Friend* (Mayer, 1971) was used for the pretest, and *A Flying Saucer Full of Spaghetti* (Krahn, 1970) was used for the posttest. The *Creative Oral Compositions* were analyzed by the instrument validated by interrater reliability and designed for this study to determine oral language proficiencies, "sense of story," and facility with visual literacy. Only this researcher analyzed the *Creative Oral Compositions* because the instrument used for this aspect of the study was validated by high inter-rater reliability.

Procedure. Read-aloud experiences. For a period of ten weeks, the experimental and control groups met as separate groups approximately twice a week for eighteen read-aloud experiences at which times they heard and viewed quality literature rich in language. Each literary selection was followed by questions to stimulate discussion of the selection.

Oral story making experiences. For a period of ten weeks, the experimental group met individually approximately three times a week for the oral story making experiences at which times they creatively and orally composed twenty-three stories to accompany the illustrations contained in the selected wordless picture books. Following the tape recorded oral compositions, the subjects were given the opportunity to listen to the stories they composed as they viewed the illustrations in the wordless picture books.

Major Findings. The data for the oral language proficiencies and "sense of story" aspects of the *Creative Oral Compositions* were submitted to a multiple analysis of covariance. Only the post-oral language proficiencies of the experimental group was significant at the .05 level.

The data of the composite scores of the *Creative Oral Compositions* were submitted to an analysis of covariance. There was a marginally significant difference favoring the experimental group at the $< .05$ level. The data were submitted to the *Kruskal-Wallis Test* for experimental studies with small samples. There was a significant difference favoring the experimental group with H* value $p < .025$.

The data from the *Gates-MacGinitie Reading Tests* were submitted to an analysis of covariance and the *Kruskal-Wallis Test*. There was no statistically significant difference between the two groups.

A STUDY OF THE RELATIONSHIP BETWEEN READING ACHIEVEMENT MEASURED IN GRADES THREE, FOUR AND FIVE AND BEHAVIOR DISORDERS AT THE SECONDARY LEVEL

Order No. 8117598

COUTINHO, MARTHA JOY, PH.D. *The University of Connecticut*, 1981. 259pp.

Despite research, our understanding of the variables associated with the development of behavior disorders is incomplete. Given the need to identify variables that are associated with behavior disorders at the secondary level, this study was undertaken to investigate the nature of the relationship between achievement in reading and behavior disorders, among students at the secondary level.

Forty-five behaviorally disordered and forty-five normal students all of whom were currently enrolled in grades seven through twelve and had obtained an intelligence score of 85 or above were selected from a rural public high school of Northeast Connecticut. Among seventh through ninth grades ($n = 46$) of both classification groups, achievement as measured by the *Stanford Achievement Test* was available for the end of grades three, four, five and seven. Among tenth through twelfth grades ($n = 44$), achievement as measured by the *Iowa Tests of Basic Skills* was available for the end of grades three and four, and as measured by the *Standford Achievement Tests* for the end of grades seven and nine.

Seven hypotheses were tested through use of correlational techniques, ANOVA and discriminant function analysis. Results were similar regardless of grade group involved or measure of reading achievement used, e.g., vocabulary or reading comprehension. The following results were obtained: (1) There was a significant relationship between reading achievement at the elementary level and behavior disorders at the secondary level. The correlation ranged between .32 to .69; (2) There was a significant difference between behaviorally disordered and normal students with respect to reading achievement as measured at the end of grades three, four, and five. Differences were between 1.1 to 3.5 grade equivalent units; (3) There was no significant interaction between classification (behaviorally disordered or normal) and gender with respect to previous and current reading achievement; (4) The variables of reading comprehension and vocabulary as measured at the end of grade three were significant predictors of classification (behaviorally disordered or normal) at the secondary level. Significant predictors of classification at the end of grade four and five were reading comprehension and vocabulary, respectively; (5) There was a significant relationship between current reading achievement and behavior disorders. The correlation ranged from between .54 to .63; (6) There was a significant difference between behaviorally disordered and normal students with respect to current reading achievement. Differences ranged from between 1.7 to 4.4 grade equivalent unites.

Results were interpreted in reference to literature in which a relationship between behavior disorders and reading achievement had been reported, expectancy research, and attribution research. With respect to expectancy theory, results were interpreted in the context of a hypothesized network of expectations which influence student expectations, behavior, and achievement. Low teacher expectations were interpreted to have negatively affected the behavioral and achievement outcomes of low-achieving students. Attribution research was also interpreted as supportive of the conceptualization that histories of poor reading achievement in some students culminate in continuing lags in reading and the development of disordered behavior at the secondary level. Students' attributions for failure with respect to reading have been shown to influence subsequent expectancies for success, affective reactions to the failure, and the development of maladaptive behavior. Teachers' evaluations of the performance of low-achieving students also have been shown to negatively influence future teacher intentions. Collectively, maladaptive teacher evaluations and student attributional biases may influence the development of disordered behavior and the probability that lags in reading will be observed at the secondary level. Recommendations were offered for additional research in which the relationship between reading achievement and behavior disorders are studied directly so that our understanding of behavior disorders at the secondary level may be enhanced.

THE EFFECT OF STIMULATING SELECTED MEMORY ABILITIES ON THE READING COMPREHENSION ACHIEVEMENT OF ELEMENTARY GRADE STUDENTS READING BELOW GRADE LEVEL

Order No. 8118206

DAVISON, KAREN SUE, ED.D. *State University of New York at Albany*, 1981. 181pp.

The purpose of this study was to determine the effect of stimulating selected memory abilities on the subsequent memory development and reading comprehension achievement of elementary grade students reading two or more years below grade level.

This researcher examined the effect of commercially developed activities, administered by classroom teachers, that were designed to stimulate four Structure of Intellect memory functions. Ten teachers from urban schools in the upper part of New York State were randomly assigned to two treatment groups. They provided one of the following types of treatment to one hundred forty-one elementary grade students reading below grade level: (1) The experimental treatment, provided instead of the regular remedial reading curriculum, consisted of activities that involved the following Structure-of-Intellect-defined abilities: Memory of Figural Systems, Memory of Symbolic Systems, Memory of Semantic Units, and Memory of Semantic Transformations. (2) The alternative treatment consisted of a variety of commercially produced remedial reading activities that were ordinarily used by the teachers. During the twelve week treatment period, both groups received approximately twenty hours of instruction in twenty five to thirty minute daily lessons.

Analysis of variance and analysis of covariance techniques were used to test the hypothesis that students who received memory treatment activities would score significantly ($p < .05$) higher in memory and reading achievement than students who received only the alternative remedial reading treatment, as measured by subtests of the *Figural-Symbolic-Semantic Memory Test* (Blazey and Davison, 1978) and the reading comprehension subtest of the *Gates-MacGinite Reading Test* (Gates and MacGinite, 1965).

The results confirmed the hypothesis that memory ability could be improved as a result of specific training. However, the results did not support the hypothesis that reading comprehension achievement would improve significantly more for the group that received memory training than for the group that did not receive memory training.

Students in the memory treatment group improved significantly ($p < .05$) more than those in the alternate treatment group in three of the four memory abilities; Memory of Figural Systems, Memory of Symbolic Systems, and Memory of Semantic Units. There were no significant differences in reading achievement between the experimental treatment and alternative treatment groups.

READING FLEXIBILITY OF LEARNING DISABLED AND NORMAL STUDENTS AT THREE GRADE LEVELS

Order No. 8114900

DOWDY, CAROL AMMONS, ED.D. *The University of Alabama*, 1980. 136pp.

Most conceptualizations of the efficient reader suggest that he is characterized by a high degree of reading flexibility. Research has indicated that reading flexibility is a very complex skill. However, most definitions agree that reading flexibility reflects the ability of the reader to vary his reading rate according to the assigned purpose for reading while maintaining adequate comprehension. Although the importance of developing reading flexibility is widely accepted, research in this area has been minimal.

The purpose of this study was to determine if normal and learning disabled students differ in reading flexibility. A sample of 120 subjects was selected including 20 learning disabled and 20 normal subjects at the fourth, seventh, and tenth grades. To measure reading flexibility, the dependent variables--elapsed time and comprehension--were assessed under two conditions. For Condition 1, student were asked to read passages to answer a general comprehension question; under Condition 2 students were asked to read passages to answer a specific comprehension question posed prior to the reading activity.

A two-way analysis of variance was performed on the elapsed time and comprehension scores at each of the three grade levels to determine if a significant interaction existed between group membership and condition using either of the dependent variables. A discriminant analysis procedure was employed to determine if the groups were significantly different from one another and to ascertain which of the variables were most influential in accounting for the separation between groups. A regression analysis was performed to determine if the groups demonstrated a significant trend in reading flexibility across grades.

An overview of the results of the statistical analyses suggests that the normal students demonstrated reading flexibility at each grade level. Speed was varied as appropriate to the reading purpose, and comprehension was measured at an acceptable level. However, the degree of reading flexibility demonstrated was considered to be at a very low level of development, and no indication of maturation of this skill was apparent across grades.

The learning disabled students in fourth and seventh grades reduced elapsed time as appropriate to purpose; however, comprehension was consistently demonstrated at 80% or below. The tenth-grade learning disabled students did not vary elapsed time as appropriate for purpose, although their accuracy and comprehension did increase to 86% when given a specific purpose for reading. These results indicated that learning disabled students were not characterized by reading flexibility at any of the three grades. Further, these students demonstrated a trend toward decrease in flexible reading skills across grades.

Significant difference did exist between the profiles of normal and learning disabled students at each of the three grade levels. The most significant differences were noted at grade seven. Elapsed time and comprehension variables were calculated to be the two variables in combination offering the best group prediction capability. The normal group consistently demonstrated faster reading speeds and better comprehension than the learning disabled group. Greater differences were noted between the groups in ability to locate specific facts in a selection as compared to general comprehension ability.

Several similarities were generally noted between the groups. Typically, both groups increased comprehension as reading speed increased. Also, comprehension and reading speed increased when a specific purpose was given for reading.

Numerous implications for teaching reading and conducting future research were enumerated from these results. It is most apparent that reading flexibility could be given more emphasis in reading curricula of handicapped and normal students of all ages. Additionally, more thorough research is needed to delineate the processes involved and to indicate the methods most effective in developing reading flexibility.

AN EXAMINATION OF READING-ACHIEVEMENT RETENTION OVER THE SUMMER MONTHS FOR LOW-ACHIEVING STUDENTS WHO RECEIVED REMEDIAL INSTRUCTION DURING THE SCHOOL YEAR

Order No. 8117059

FEUN, LINDSON, PH.D. *Wayne State University*, 1981. 94pp.

Problem. The purpose of this study was to determine if the amount of reading instruction received by students during the school year affected student achievement and summer retention. The term "amount" is defined as the presence or absence of reading specialists, i.e., whether the reading specialists did or did not provide remedial assistance.

Method. Two groups of 4th-grade students were involved in this study. The first group, which was designated as the control group, consisted of 30 students who received remedial assistance from instructional aides with guidance from classroom teachers in a program for low-achieving students. The second group of 30 students, or experimental group, were in the same program but in addition received assistance from reading specialists as part of another remedial program. Both groups consisted of nine-year-old boys and girls.

The Comprehensive Tests of Basic Skills (CTBS), level 2, was used to measure reading achievement before and after the summer of 1977, the 1977-78 school year, and the summer of 1978. To determine if there were any significant differences between the two groups, the test data were used in conjunction with the Short Form Test of Academic Aptitude (SFTAA), level 2, to determine differences in reading achievement during the school year and differences in summer retention following the summer of 1978. The analysis of covariance (ANCOVA) procedure was used to determine differences between the two groups. The level of significance was set at the 0.05 level.

Results. The statistical analyses indicated there were no significant differences in reading achievement and summer retention between the two groups of students. The instruction provided by the reading specialists to students in the experimental group did not significantly increase the retention of reading skills over the summer months nor the reading achievement of the students during the school year.

Conclusion. In both analyses, the independent variable, which was the remedial assistance provided by reading specialists, did not make a significant difference in the criterion variables--summer retention and reading achievement during the school year. With summer retention, the lack of instruction during the summer months appears to have had a more dominant effect than the amount of instruction received the previous school year. With the second criterion variable, it appears that reading specialists were not effective in teaching reading skills to low-achieving students. However, aides received instruction and supervision from both reading specialists and classroom teachers throughout the school year. The method of employing aides in the school district in which this study was conducted, which is supported by the research literature, and the qualifications of the reading specialists suggest that the use of instructional aides in providing remedial instruction was highly effective.

A COMPARATIVE STUDY OF THE EFFECTS OF TWO REMEDIAL READING PROGRAMS, CASIL, AND A TRADITIONAL WORD ANALYSIS APPROACH WITH SECOND GRADE STUDENTS

Order No. 8124307

GLICK, MARCIA ALPER, ED.D. *Hofstra University*, 1981. 291pp.

Reading is a complex skill involving cognitive and affective capabilities. Reading is viewed either as a skill or an ability influenced by behaviors and attitudes. The former view stresses the cognitive domain, while the latter stresses the affective domain. But, there is no general recognition that reading concerns both the cognitive and affective domains. The student must learn the necessary skills involved in the reading process and still have the motivation to read and have positive attitudes towards reading and learning.

One reading program, CASIL, integrates both the cognitive and affective domains into an individualized program. The program is meant to enhance reading skills and motivation of students who need remediation. The one-to-one relationship between student and teacher individualizes instruction and allows for special emphasis on weak areas in the student's reading. Moreover, this relationship enhances the child's self-concept since the child understands that the teacher is taking time and effort on his behalf.

The purpose of this study was to test the effectiveness of CASIL with second graders who were reading one or more years below present grade level, and who had not been successful in learning to read by classroom or remedial procedures.

Six hypotheses were formulated for the study. The hypotheses were stated in the null and were concerned with differences between the subjects in three different treatment groups on the Gates-MacGinitie reading Tests and the Wide Range Achievement Test.

The subjects were twelve second graders attending an elementary school on the North Shore on Long Island, New York. They were matched on the basis of current reading level, I.Q., chronological age and reading level, and were randomly assigned to one of three treatment groups: CASIL approach including cognitive and affective input; CASIL approach including cognitive input only; and a traditional structured, sequential word analysis program which included cognitive input only. Pretests and post-tests were

administered to all twelve subjects. The program was conducted from March through June 1980, for a period of twenty weeks. All subjects were given approximately forty-seven sessions, each period was forty to forty-five minutes in length, three times a week.

In summary, the conclusions for this study were: (1) Not one of the treatment programs demonstrated either superiority or inferiority over any of the other treatment program. (2) All of the programs included a cognitive component which was successful in increasing reading scores. (3) All of the subjects made reading gains, as demonstrated by the difference between pre-test and post-test scores. (4) Almost all of the subjects demonstrated observable changes in attitudes and behaviors as noted by parents, classroom teachers, and this investigator. (5) Perhaps this change in attitudes/behaviors was the result of experiencing reading success for the first time. (6) These attitudes/behaviors were also the result of changing self perceptions from negative to positive perceptions as based on the Animal Crackers: Test of Motivation to Achieve. (7) Motivation to read/learn, to read/learn in reading was enhanced because the subject experienced a degree of success. (8) Subjects in the study, regardless of treatment group, made reading gains as a result of the individualized, one-to-one form of instruction and the relationship that developed between the teacher and the subject. (10) Individualized instruction demonstrates to the student that someone cares. Someone is willing to take the time and trouble to devote special attention to him. The student feels important and valued.

The findings of this study suggest that, if the enhancement of affective areas comes as a natural result from the enhancement of cognitive areas, it might be implied that there is a causal link between the two. Future research should clearly control the affective component to see if studies that use the affective component are more effective than when not used, specifically with a larger group of subjects, over a longer period of time.

AN INVESTIGATION OF PIAGET'S THEORY OF COGNITIVE DEVELOPMENT AS A BASIS FOR THE ASSESSMENT OF READING DISABILITY OF AFRO-AMERICAN JUNIOR HIGH SCHOOL STUDENTS AND FOR DEVELOPING REMEDIAL CURRICULA

GRANT, MATTIE COOKE, ED.D. *University of Southern California*, 1981. Chairman: Professor Grayce A. Ransom

Purpose. The purposes of this study were: (1) to determine if junior high school students of Afro-American decent, assumed to be in the formal operational stage of Piaget's developmental sequence because of their chronological age are at that level; (2) to study the relationship between the ability to perform on selected operational tasks and reading comprehension as measured on standardized reading tests. (The variables were ethnic group membership, sex, age, pre-school experience, socioeconomic status and reading instructional level); (3) to make recommendations for altering the curriculum for remediating deficits in students with developmental lag.

Questions. (1) Will the results of Piagetian types tests accruately assess reading comprehension levels as measured by standardized achievement tests? (2) Is the sex of the student related to ability to perform on Piagetian tests? (3) Is pre-school attendance related to level of cognitive performance? (4) Is socioeconomic status related to stage of development? (5) Can a Piagetian type test be used to identify students with cognitive developmental lag?

Procedure. Testing instruments composed of tests adapted from Piagetian measures of conservation and operativity and standardized reading tests were administered to 82 junior high school students. The raw scores on the standardized reading tests were the dependent variables in the analysis of variance design. The comprehension score served to divide the students in higher or lower levels of reading comprehension. Sex, age, years of formal schooling, and socioeconomic level were controlled variables. In analyzing the data the .05 level of significance was employed.

Findings. The results showed that: (1) The performance of those students who scored high on standardized tests also scored high on Piagetian tests. (2) The comparisons of boys and girls, who were classified as high, showed no distinguishable differences. (3) Of the group classified as low, a significant difference was found between boys and girls. (4) No significant differences were found to exist for the variables of pre-school experience, grade in school at time of administering test, and socioeconomic status of the student within the ethnic group.

Conclusions. The current study has provided evidence to support the theory that students who are competent in reading comprehension skills function at a higher level on Piagetian tasks than their peers who perform at a lower level. In addition, Piagetian tasks may be a useful tool for diagnosing the comprehension level for students of varying ethnic backgrounds who do not perform well on standardized tests. As part of this research a curricula model was developed to broaden the insights of methods now used to facilitate growth in cognitive development of students who have been shown to possess a developmental lag in reading performance. Through this curricula the student is encouraged to interact with, and act upon, his environment.

Recommendations. The following specific suggestions are deemed to be important for further study: (1) A longitudinal study of Afro-American students comparing those with reading disabilities with successful students who are their peers to further focus on teaching methods which will detect deficits in cognitive functioning. (2) Research directed toward comparing boys and girls to decrease the large number of boys who are showing reading skills deficits, even though Piaget's studies do not appear to reflect large differential findings related to sex. (3) The suggested adaptation of the curricula should be carried out in many schools, and studies should be made to assess cognitive growth as reflected in improvement in reading comprehension and other areas of social functioning.

AN EVALUATION OF A COMPETENCY-BASED REMEDIAL READING PROGRAM - PRESCRIPTION LEARNING

Order No. 8117065

HALL, WALTER LAWRENCE, ED.D. *Wayne State University*, 1981. 114pp.

Research Design. Reading achievement growth of 121 matched pairs of Prescription Learning (PL) students and non-Prescription Learning (NPL) students was compared over a one year period; and contrasted with a comparison of reading achievement growth of a sample of 31 matched pairs of PL and NPL students over a two year period. Growth was measured by pretest and posttest scores on the Iowa Tests of Basic Skills (ITBS).

The student population was selected from five Detroit elementary schools that used Prescription Learning instruction. The purpose of the study was to determine whether significant differences in reading achievement growth would be prevalent which could be attributed to Prescription Learning instruction.

Comparisons of reading achievement growth were made with an analysis of variance of posttest scores with a pretest covariate. F-Value was used to determine significance at the .05 probability level.

Within group comparisons of PL students with other PL students were made in order to determine whether significant or meaningful effects of the program were prevalent which were not evident in the matched pairs comparisons. Within group comparisons included comparisons by (1) the number of fifty-minute class periods of instruction received per week, (2) the grade levels of the subjects, and (3) the school attended. Cognitive abilities differences and degree of proficiency in mastery of program objectives were evaluated in terms of their relationship to reading achievement growth of PL students.

Findings. The findings of this research came short of establishing significant effects of PL instruction when students are matched on the single factor of initial reading achievement scores. However, there seemed to be a positive effect of the program for some PL students in comparisons with other PL students and with their NPL counterparts. The findings indicated that: (1) Various matched pair groupings revealed that there was no evidence of significantly greater reading achievement gains of PL students over NPL students. (2) Comparisons of highest achieving PL students showed that those with comparatively high pretest scores made smaller gains than the mean of the total sample. (3) Comparisons of lowest achieving PL students showed that those with comparatively low pretest scores made greater gains than the mean of the total sample. (4) The two year sample of PL students gained 11 months in two years. This was one month more than the 10 months growth attained by the one year sample of PL students. Thus, indicating an effect of the selection criteria for PL classes which kept students with severe reading problems in the program when there was little chance of success with the type of instruction provided. (5) Fifth grade low achieving PL students demonstrated superiority over NPL students more than any other PL group. (6) Cognitive abilities differences contributed little to differences in reading achievement growth of PL students. (7) An increase in the number of fifty-minute class periods of instruction received per week by PL students (from 3 to 5) was accompanied by a stepwise increase in reading achievement growth.

Conclusions. The findings of this study indicate that positive effects may be expected from PL instruction, but they are greatly dependent upon the selection criteria for participation in the program. Program effectiveness will be greatly enhanced by removal of students who do not show consistent progress in the early stages of instruction. Students who fail to respond positively in the early stages of instruction are not likely to demonstrate accelerated progress as a result of extending their tenure in the program.

ASSESSING THE VALUE OF A REMEDIAL READING PROGRAM IN HIGHER EDUCATION AND THE TRANSFERABILITY OF SUCCESSFUL STUDENT PERFORMANCE TO CONTENT AREA COURSES

Order No. 8123059

HARRISON, CYRUS EMANUEL, PH.D *University of Georgia*, 1981. 118pp. Director: Ira E. Aaron

The purposes of this study were: (1) to examine the accomplishments, attitudes and observations of present and former participants in the Reading component of the Special Studies Program at the University of Georgia; and (2) to solicit the opinions of other University personnel in order to determine factors relevant to the success or failure experienced by students enrolled during 1977-78, after program participation.

The sample researched included 185 Special Studies students enrolled in one or more remedial reading courses and 46 Special Studies students who were not required to enroll in reading courses. Also surveyed were 83 undergraduate students and five University administrators and/or faculty members.

Final Reading course grades assigned and Basic Skills Examination (BSE) scores for all Special Studies students were examined. Final grades assigned in eight specific freshman-level content area courses for Special Studies Reading and non-Special Studies Reading students were compared.

Selected persons' observations about the value of the Reading component in terms of its influence on academic and non-academic student experiences were rated using questionnaires developed by the researcher.

The following conclusions were reached. (1) There was a significant relationship between student performance (as measured by final grade assigned) in Special Studies Reading courses and student performance in specific freshman-level content area courses taken within one academic year of program participation. (2) There was no significant relationship between student performance (as measured by BSE score) in Special Studies Reading courses and student performance in specific freshman-level content area courses taken within one year of program participation. (3) In specific freshman-level content area courses, there was no significant difference between the performance of students who had exited Special Studies Reading courses and the performance of Special Studies students who were not enrolled in Special Studies Reading courses. (4) Special Studies Reading Program administrators and faculty members perceived the program as having a positive influence on its students, both academically and non-academically. University administrators and faculty members who were not involved in the Special Studies Reading Program were generally noncommittal about the program's effectiveness or its academic and non-academic influence on student participants. Undergraduate students, some of whom had not participated in the Special Studies Reading Program, generally agreed that the program was effective and provided positive influences.

Significant correlations were also found among independent variables (family income, high school grade point average, SAT score-verbal, SAT score-mathematics and number of quarters enrolled in reading courses) and Special Studies students' scores on the Basic Skills Examination and their final grades in specific freshman-level content area courses.

EFFECTS OF VERBAL MEDIATION ON A SERIAL RECALL TASK WITH SUBTYPES OF DISABLED READERS

Order No. 8119798

HATT, CLIFFORD VAN, ED.D. *University of Northern Colorado*, 1981. 121pp.

The purpose of the study was to investigate whether different disabled reading subgroups would benefit from learning verbal labels for random shapes prior to a probe-type serial recall task. Thirty-three 10-year old, right-handed males were used as subjects in the study. Eleven high comprehending disabled readers, eleven low comprehending disabled readers, and eleven normal readers were identified from reading comprehension scores from the *SRA Achievement Series* and patterns of oral reading errors on the *Reading Miscue Inventory*.

Two sets of six random shapes were used in a nonlabel training condition where subjects matched corresponding shapes and in a label training condition where they were taught names for each shape. Each training condition was counterbalanced within reading groups and followed by a probe-type serial recall task. Both training conditions and recall task were administered individually to all subjects.

A split-plot repeated measures analysis of variance and covariance was performed on the A' dependent measure comparing three reading groups, two training conditions, and six serial positions. The between-groups factor (reading) was adjusted for effects of intelligence and miscue frequency as covariates.

A significant serial positions effect was confounded by a training condition x serial position interaction. All reading groups verbally rehearsed more under the nonlabel condition than label condition as evidenced by increased recall of serial position 1 (primacy effect). The labels used during the label condition may have partially interfered with covert rehearsal strategies that had already developed in the 10-year old subjects used in the study.

Additional findings showed no differences in overt rehearsal among groups during nonlabel and label training conditions, nor differences among groups on the number of trials needed to associate label names with shapes. Differences were found among groups on the proportion of miscues made by category during oral reading. These differences appeared unrelated to performance on the serial recall task. It was concluded that disabled readers identified by miscue patterns in this study performed as well as normal readers on the probe-type serial recall task and neither reading disabled nor normal readers benefited from verbal training prior to the task.

THE LANGUAGE LEARNING OF A LANGUAGE DELAYED CHILD: A PHENOMENOLOGICAL STUDY Order No. 8117444

JENKINS, PATRICIA WALLACE, PH.D. *University of Missouri - Columbia*, 1980. 172pp. Supervisor: Dr. Dorothy J. Watson

The child who was the subject of this study made major advances in language learning throughout the duration of the study. He became an active and determined language user in an environment that encouraged and promoted functional and interactional language.

The primary purpose of this study was to investigate the language learning of a child identified as language disordered and to present a description and analysis of the development of the language processes--speaking, listening, writing, and reading--of this child. A further purpose was to study the effects on the child's language learning of classroom environments which emphasized the integration of the language arts and encouraged natural language use. Finally, this study was intended to contribute to the existing body of knowledge concerning language learning of children identified as language disordered.

The child in the study is a male Caucasian of an upper middle class family residing in a small Midwestern town. The first indication that a problem existed was evidenced in his early speech. At age three he was limited to single word utterances and made no attempts to use connected speech. This language behavior, as well as other immature behaviors, continued into the fourth year. During the next three years many specialists were consulted; they offered general suggestions, and program planning included speech therapy (articulation and syntactic instruction) and a series of motor exercises. Tutoring programs included instruction in letter and number recognition and phonics. Little progress was noted; when the child was eight years, ten months of age he was placed in a special university program. Seven months later he was enrolled in a self-contained Language/Learning Disabilities classroom in a public school.

Two research approaches guided the present study: a phenomenological approach for data collection and M. A. K. Halliday's approach for linguistic analysis. Data were collected in naturalistic settings with the researcher acting as both observer of the child and participant with the child in activities. Instances of the child's uses of the language processes--speaking, listening, writing, and reading--were collected. Notations were made concerning the receptive and productive processes and concerning child-initiated and teacher-initiated verbal expressions.

The samples of language production were categorized according to Halliday's initial functions of language--instrumental, regulatory, interactional, personal, heuristic, imaginative, and informative. The register (the type of language used) was analyzed according to the variables of field (setting, subject matter, and purpose), tenor (participants, their role relationships, and attitude), and mode (channel of communication and the role of the language).

This study was conducted over an 18-month period and data were collected in two formal learning environments: a special university program and an existing self-contained Language/Learning Disabilities classroom in a public school. The theoretical orientation of the teachers in the two classroom settings was that of whole language: a perspective which views language as a system for construction of meaning, learned in functional and interactional contexts.

In an environment that encouraged and promoted natural language use, this child became an active and more determined language user. This ability and incentive to use meaningful and personally significant communication resulted in increased self-initiated language (both oral and written). The self-initiated as well as teacher-initiated language was exemplified in a greater variety of registers.

The child's responses to a given classroom setting (field), involving appropriate dialogue between child and teacher (mode), with an accepting and cooperative teacher (tenor) enabled him to receive language in all the functions and to produce language in increasing numbers of functions.

A CURRICULUM FOR CHILDREN WHO HAVE FAILED TO LEARN TO READ IN FIRST GRADE Order No. 8124309

KOSKI, DINA, ED.D. *Hofstra University*, 1981. 127pp.

The purpose of this paper is to develop a curriculum for the first grade children who have failed to learn to read.

Research has indicated that there are many reasons for failure and no one solution to this problem. One possible solution is the transition class. The transition class would serve as an alternative to either retention or promotion. It would be a class of fifteen to twenty children who have failed to the first grade to gain proficiency in reading.

The rationale for this curriculum stems from an adaptation of Piaget's theory of cognitive development to the teaching of reading. The requirements for a student to learn to read as stated by John Carroll (1970) serve as a means of setting goals for the children. (1) The child must know the language he/she is going to learn to read. (2) The child must learn to dissect spoken words into component parts. (3) The child must learn to recognize and discriminate the letters of the alphabet in their various forms (capitals, lower case letters, printed and cursive). (4) The child must learn the left-to-right principle by which words are spelled and put in order in continuous text. (5) The child must learn those patterns of high probable correspondence between letters and sounds and he/she must learn those patterns of corresponsence that will help him/her recognize words that he/she already knows in his/her spoken language or that will help him/her determine the pronunciation of unfamiliar words. (6) The child must learn to recognize printed words from whatever cues he/she can use--their total configuration, the letters composing them, the sounds represented by those letters, and/or the meanings suggested by the text. (7) The child must learn that printed words are signals for spoken words and that they have meanings analogous to those of spoken words. While decoding a printed message into its spoken equivalent, the child must be able to apprehend the meaning of the corresponding message. (8) The child must learn to reason and think about what he/she reads, within the limits of his/her talent and experience. The curriculum sequences must take into account the child's level of conceptual development. Children must have the prerequisite cognitive skills prior to learning a new skill. It is the role of the teacher to determine and teach the skills the children need in order to succeed.

The guide will consist of a group of lessons that can be utilized to help the child pass through the stages of pre-reading and beginning reading.

According to the Bureau of Curriculum Development of New York City (1968), the pre-reading or readiness stage in the instructional program of young children is one of challenging experiences and intensive work in conceptual and perceptual development and oral language. Through activities in the arts, creative dramatics and literature, games and manipulative activities, the child expands his vocabulary and language patterns. He/She learns to use language to think about his/her experiences, develop concepts and simple generalizations. He/She also is able to develop skills of comprehension and interpretation. The lessons are planned to develop those skills which are pre-requisites to success and enjoyment of reading.

At the beginning reading level the children must be given materials, activities and instruction to help them build a sight vocabulary, and introduce them to phonics and word structure. In addition, lessons must be taught that will help the student apply to written language the skills of comprehension and interpretation that were initially developed in oral language activities. The child must also, with proper guidance, begin to realize that reading is a tool for gaining information.

THE EFFECTIVENESS OF INSTRUCTIONAL TELEVISION VERSUS TEXT READING FOR LEARNING CONCEPT FORMATION FOR GOOD AND POOR ADOLESCENT READERS Order No. 8120480

LOCKETT, JAIME MANNING, ED.D. *University of San Francisco*, 1981. 244pp. Chairperson: Joan S. Hyman

This study compared the effects of teaching a specific concept through instructional television and the same concept taught through reading. It also investigated the independent and interaction effects of high and low reading, sex, field dependence-independence and ethnicity.

A 2 x 2 x 2, randomized ANOVA block design was used for two levels of manipulated treatment, reading and instructional television, two levels of aptitude, high and low reading, divided at the 47.5 median percentile on the Comprehensive Test of Basic Skills, and two levels of gender. The Group Embedded Figures Test developed by H. L. Witkins was used prior to the two treatments to assess students as field dependent-independent. A criterion referenced test developed by the researcher was delivered orally as a post treatment test. An Analysis of Variance, Analysis of Covariance, and Pearson's Product Moment Correlation Coefficient were used in the analysis of data.

One hundred thirty eight tenth grade students from an urban high school, with a diverse minority student population were randomly selected and assigned to two treatments. Students participated in three segments each of two different media, instructional television and printed text materials designed to teach the concept attainment and problem solving hierarchies of Robert M. Gagne. At the end of the three segments for each treatment all subjects completed the same test, and the results were compared.

The first hypothesis compared the results of the instructional television treatment with the results of printed text reading treatment for all students in the sample. It was predicted that the instructional television treatment would be more effective. This was supported.

The second hypothesis compared the results of low achieving readers, television with high achieving readers, print, predicting that the two groups would be equal. This was not supported.

The third and fourth hypotheses compared the high achieving readers, print and low achieving readers, television with low achieving readers print, predicting that each of the two television groups would achieve more than each of the two reading treatment groups. Both of these hypotheses were supported.

The fifth and sixth hypotheses were within group comparisons of males and females in the television group and males and females in the print reading group. It was predicted that males and females would achieve equally in each group. Both of these hypotheses were supported.

The analysis of data revealed no independent or interaction effects for gender or for ethnicity. There were significant independent and interaction effects for aptitude (CTBS), and field dependence-independence.

The findings of this study suggested the following conclusions. Instructional television is an effective tool in teaching abstract concepts, regardless of reading achievement or ethnic differences

that imply differences in socioeconomic level. Television, as a tool, benefits low achieving readers more than high achieving readers and may offer an alternative to print. Specific types of imagery, still pictures, film, live action, graphics, and other models may demand different encoding, decoding skills than reading. Distinguishing figure from ground is an important skill for both reading and television, but other skills unrelated to reading are involved in learning from television. Concept attainment and problem solving can be learned by good and poor adolescent readers regardless of gender, ethnicity, or reading achievement. All students in both groups were able to transform an abstraction back into a symbol, a flow diagram. Instructional television is educationally significant and cost effective when consideration is given to the number of students served by any given production.

EFFECTIVENESS OF TASK MOTIVATIONAL INSTRUCTIONS ON REMEDIAL READING STUDENTS: AN ADJUNCT APPROACH

Order No. 8126167

McKittrick, Mary Thalgott, Ph.D. *The University of Arizona*, 1981. 108pp. Director: William Healey

This study investigated whether or not the use of specific task motivational instructions, delivered without hypnotic induction, would improve the reading performance of elementary school students reading on a remedial level. The task motivational instructions consisted of two components: fantasy trips and suggestions designed to improve the subject's self-confidence and increase his/her reading performance.

Twenty-one students who read on a remedial level, grades two to six, were assigned randomly to one of three experimental groups: Group I (Relaxation plus Task Motivational Instructions), Group II (Task Motivational Instructions only) and Group III (Control). Subjects were seen for one baseline session and six experimental sessions. During baseline and each experimental session, three measures of reading performance (reading comprehension, reading speed, and word recognition) were obtained. A portable EMG system was used to record the forehead muscle tension of each subject.

During experimental sessions, Group I received both relaxation training and specific task motivational instructions designed to improve reading performance. Group II received the same specific task motivational instructions, but without the relaxation. Although Group III received neither relaxation training nor task motivational instruction, the subjects in Group III were tested weekly on the three reading measures.

The results of the study were as follows: (1) Subjects receiving both relaxation training and task motivational instructions showed (1) a significant increase in reading comprehension scores, (2) a significant increase in the number of words read per second, and (3) no significant increase in word recognition scores. (2) Subjects receiving only task motivational instructions showed (1) a significant increase in reading comprehension scores, (2) a significant increase in the number of words read per second, and (3) no significant increase in word recognition scores. (3) Subjects receiving neither of the experimental treatments showed (1) no significant increase in reading comprehension scores, (2) no significant increase in the number of words read per second, and (3) no significant increase in word recognition scores. (4) Data for all subjects participating in the study showed a significant increase in forehead EMG scores following reading.

The results of this study support these conclusions. First, the treatment used resulted in significant increases in reading comprehension and the number of words read per second. Second, children appear to enjoy the treatment activities involving the fantasy trips and the motivational instructions. Third, children do not seem to enjoy the relaxation training method used. Fourth, children who have difficulty reading show greater forehead muscle tension following reading. Fifth, an EMG recording of forehead muscle tension does not appear to be a satisfactory method to measure relaxation in elementary school children. In summary, the results of this study indicate that elementary school children who read on a remedial level appear to increase their reading performance faster when remediation includes task motivational instructions.

AN EXPERIMENTAL STUDY WITH READING DISABLED ADULTS UTILIZING THE PRIME-O-TEC METHOD

Order No. 8122655

Meyer, Valerie E., Ph.D. *Southern Illinois University at Carbondale*, 1980. 151pp. Major Professor: Dr. Harry Miller

The purpose of this research was to explore the effectiveness of Prime-O-Tec as an instructional strategy with adult learners who were defined as "mid-level" disabled readers. Prime-O-Tec is a combination visual-audio-kinesthetic-motor input to reading instruction; it is a "read along" process requiring the learner to "see, hear, touch and say" the printed word while listening to teacher made prerecorded tapes.

The rational for this method views language as a prestructured cognitive process. This system begins with the comprehension and use of oral language followed by the ability to read and relate ideas through writing. While oral and written language are not identical, it is assumed that the visual symbol systems of reading and writing are learned by superimposing them on auditory language. Prime-O-Tec is viewed as one way of assisting this superimposing of auditory to visual language.

All participants in this study were adults enrolled in the Language Laboratory Reading Improvement course at Venice-Lincoln Technical Center in Venice, Illinois. A control group research design was chosen. Four specific outcomes were hypothesized: *One.* Following seven hours of Prime-O-Tec instruction, the Experimental Group will display statistically significant greater gains than the Control Group on the Vocabulary subtest of the *Tests of Adult Basic Education*-Reading, Level M, Form 3. *Two.* Following seven hours of Prime-O-Tec instruction, the Experimental group will display statistically significant greater gains than the Control Group on the Comprehension subtest of the *Tests of Adult Basic Education*-Reading, Level M, Form 3. *Three.* Following seven hours of Prime-O-Tec instruction the Experimental Group will display statistically significant greater gains than the Control Group on the Total Reading score of the *Tests of Adult Basic Education*-Reading, Level M, Form 3. *Four.* There will be a statistically significant correlation between Total Reading gains made by the Experimental Group and the highest level of Prime-O-Tec practice material.

Hypothesis One was accepted at the .008 level of significance. The Experimental Group displayed a mean gain in vocabulary of seven months while the Control Group displayed a mean regression of one month. Hypothesis Two was rejected. The Experimental Group displayed a seven month gain in comprehension; the Control Group gained five months. This difference was not statistically significant. Hypothesis Three was accepted at the .011 level of significance. The Experimental Group gained seven months on the Total Reading score while the Control Group gained one month. (This data must be interpreted with caution due to the method in which Total Reading scores are derived using the *Tests of Adult Basic Education.*) Hypothesis Four correlated Total Reading gains made by the Experimental Group with the highest grade equivalency level of Prime-O-Tec practice materials. The Kendall Correlation Coefficient was used to test this hypothesis. The correlation between these two variables was .45; the hypothesis was accepted at a .035 level of significance.

The results of this study concluded that the Prime-O-Tec procedure was effective as a vocabulary building technique for adult disabled readers. Prime-O-Tec does not appear to be an effective tool to improve reading comprehension. The small number of participants in this study ($n = 20$) demands that more research of this nature be conducted to determine the validity of the Prime-O-Tec procedure with adult learners.

CORRECTIVE READING, SELF-ESTEEM, LOCUS OF CONTROL AND PARENTAL PERCEPTION OF DISABLED READERS AND DISABLED LEARNERS

Order No. 8116309

Oberman, Marylen Segel, Ph.D. *The University of Michigan*, 1981. 170pp. Chairman: Donald E. P. Smith

Corrective reading programs have been evaluated by assessing client short-term and long-term gains. While some studies have found significant short-term gains, few have demonstrated persistence of gains over the long term. Among factors which have been correlated with gains are self-esteem, locus of control, program design and parental perception of a child's academic ability.

This study reports an evaluation of the impact of a University affiliated four-week (24 hour) summer reading program. The program may be characterized as systematic, intensive, learner-controlled, using daily objectives, criterion measures, self-evaluation and graphing. All reinforcement is intrinsic, i.e., derived from graphic feedback.

The purpose of the study was to determine whether or not: (1) a population of learning disabled and reading disabled children will increase their reading achievement after a four week intensive reading program; (2) gains made, if any, are maintained over time; (3) self-esteem and locus of control are related to reading achievement and parental perception of their children's academic ability; and (4) changes in self-esteem and changes in locus of control on the one hand, and changes in academic achievement on the other, covary over time.

The study population consisted of 67 students (46 males and 21 females), from second to sixth grade, referred by schools or parents because of reading difficulties. Sixteen were categorized as Learning Disabled. Small groups of students were assigned to 29 clinical interns. All received the same assessment measures and individualized prescriptive programming.

Effectiveness of the program was determined after treatment and six months following treatment by using the following instruments: (1) Reading ability: *Woodcock Reading Mastery Test*; (2) Self-esteem: *Child Self-Esteem Scale*; (3) Locus of control: *Nowicki-Strickland Personal Reaction Survey*; and (4) Parental perception: *Parental Perception Survey* (before treatment only).

Analysis of variance, covariance (controlling for pretest scores and age), regression analysis, tests of independence and pairwise T-tests were used. At entry into the program, the two subpopulations, Learning Disabled and Non-Learning Disabled (Reading Disabled), differed significantly on all of the reading achievement measures and on some of the psychological measures. The Learning Disabled population had a greater reading deficit, lower self-esteem, greater degree of internal control and parents who perceived their academic ability as lower than that of the disabled readers.

Both groups made gains in reading at a rate of four months to one month and moved toward more internal control. Six months following treatment, gains continued at a normal rate. The Learning Disabled students were no longer distinguishable from the Non-Learning Disabled students in reading.

Conclusions: (1) That students referred with severe reading disorders can reduce their reading deficits substantially. (2) That such students tend to continue to progress normally. (3) Whether children are labelled "Learning Disabled" or "Reading Disabled," their response to intensive reading instruction is similar in kind and degree. (4) That students, whether Learning Disabled or Non-Learning Disabled, who have undergone such intervention, develop a greater degree of internality (increase their awareness of their ability to control their achievement). (5) That, among students with severe reading disorders, gains in self-esteem correlate significantly with gains in reading. (6) That parents of children labelled "Learning Disabled" tend to perceive their children as academically less able than do parents of children labelled "Reading Disabled".

A STUDY OF HOW RELUCTANT, REMEDIAL SIXTH GRADE READERS RESPOND TO HIGH INTEREST, LOW VOCABULARY TRADE BOOKS

Order No. 8117261

RAUNER-ROLPH, LAURA JANE, PH.D. *Michigan State University*, 1981. 313pp.

The purpose of this study was to examine reluctant, remedial sixth grade readers' book choices of high interest, low vocabulary trade books to determine what aspects of difficulty level, interest, format and content characteristics influence reluctant, remedial students' decisions to initially select, finish, and reject books. Research questions were formulated to determine the differences of these four factors among book selection categories of selected and finished books, selected but unfinished books, or rejected books. Rejected books were defined as books which the students indicated that they definitely did not want to read.

One hundred sixty-four high interest, low vocabulary trade books were selected by the researcher according to specific criteria for difficulty levels, interest levels, content and format characteristics for inclusion in the study.

The subjects, eight girls and ten boys, were sixth graders in two remedial classes at a middle school situated in a rural mid-Michigan community. The students' reading levels, ranging from 2.0 to 6.0, were determined by the California Achievement Test, Form 16C. The study occurred at the end of the school year.

The Estes Reading Attitude Scale: Elementary Version (Experimental Version) was administered to the remedial readers and to another group of sixth graders reading at or above grade level. Comparison of mean scores for the two groups indicated that the remedial readers' mean score was significantly lower. This appeared to indicate that the remedial readers possessed more negative attitudes toward reading.

The high interest, low vocabulary trade books were made available to the students for a period of six weeks. After a book had been selected and finished or selected but not finished, the students completed an interest inventory designed by the researcher. Interviews were taped to record information about rejected books and to collect additional student responses about the books within the other two categories.

Data were analyzed by mean scores, frequency accounts, and chi-square. The significance level for chi-square was set at .05.

Characteristics of selected and finished books indicated that the books were of low difficulty levels and high interest. Books rated as being most interesting had appearances and subjects/contents perceived as being appropriate for students slightly older than sixth graders. The books were most often profusely illustrated or picture books, and less than one hundred pages.

Characteristics of selected but unfinished books indicated that the books were of higher difficulty levels and less interesting. Books rated as being most interesting had appearances and subjects/contents appropriate for sixth graders. The books contained various content and format characteristics which were similar to either the selected and finished books or the rejected books.

Characteristics of the rejected books indicated that these books had the highest difficulty levels. Books most frequently rejected were sparsely illustrated or unillustrated and longer than 176 pages.

Regardless of book selection category, the amount of illustration appeared to be a more influential factor than the style of illustration.

It was concluded that certain characteristics of the selected and finished books do motivate reluctant, remedial sixth grade readers to initially choose and subsequently sustain enough interest to complete high interest, low vocabulary trade books.

PARENTS ROLE IN USING INTERACTIVE TELEVISION WITH HANDICAPPED CHILDREN

Order No. 8113386

RICHARDSON, MARY ELLEN, ED.D. *State University of New York at Buffalo*, 1981. 203pp.

In 1975, the State Department of Education initiated an interactive television program in Western New York. Known as Tel-Catch, the system was designed to provide learning activities for handicapped children. The materials were computer-generated and presented over the television through the medium of commercial cablevision. The program was accessed by homes, schools, and community centers. Parents in thirty households participated in the experiment and utilized the technology at home with their handicapped children. These parents made up the population of this study.

Research has indicated that the parent is a valuable educational resource. How this resource can effectively be utilized is unclear. The Tel-Catch parents assisted their children to interact with the tool. The extent and dimensions of the parental assistance varied from household to household. The purpose of this study was to provide information about the behaviors of parents who had utilized this learning tool in their homes.

The central questions explored the behaviors of the parents related to Tel-Catch and the curricular implications that could be addressed by the analysis of the behaviors. Related questions included: (1) To what extent did these behaviors vary in terms of the utilization of the learning tool by non-handicapped children (of the same family)? (2) What were the specific characteristics of the home environment that influenced the parental behaviors? (3) What were the specific aspects of the Amherst system that influenced the behaviors of the parents? (4) Using the Tel-Catch system, what suggestions would facilitate the school incorporating the parent into a viable role within the education scheme? The pursuit of answers to the stated questions was a descriptive investigation. The parents affiliated with Tel-Catch were asked to participate. A fifty-three question interview schedule was prepared, and at least one parent from each household was interviewed between July and September of 1980. The interview schedule focused on the themes of home/school relations, educational technology, and interactive television in an attempt to answer the central and related questions.

Conclusions. The Tel-Catch population was found to be characterized by parents who felt strongly about being a positive aspect of their children's academic life. It was noted that they were willing to use learning tools at home and saw the home and their actions as being integral ingredients in the academic progress of their children. The parents were willing to use learning technology in the home, but they indicated that this called for cooperation with the school. Activities initiated at home must be considered in the classroom program and vice-versa. The parents seemed to be highly motivated toward utilizing the right learning tools. The tools need to be viewed as a segment of any curriculum model, but the model must not be built around the tools. Educators need to recognize that students live very full lives, and the quality of this living directly affects classroom experience. Whether this effect enhances or destroys classroom activities is partially determined by the amount of interaction parents and teachers have with each other.

THE EFFECTS OF THREE PREREADING ACTIVITIES ON LEARNING DISABLED CHILDREN'S SHORT-TERM READING COMPREHENSION

Order No. 8121592

SACHS, ARLENE WYNN, PH.D. *George Peabody College for Teachers of Vanderbilt University*, 1981. 88pp. Major Professor: Paul Redelheim

This study examined the effects of three prereading activities on learning disabled children's reading comprehension. Eighteen children certified as learning disabled by Metropolitan Nashville Schools were subjects in the study. The three prereading activities were a modified Directed Reading Activity, a modified Concept Analysis Activity and Worksheet Activity (control). A factorial/modified Latin Square design was selected to counterbalance for order of prereading activities and examiner. Repeated one-way analysis of variance and Newman-Keuls procedures were used to analyze the data. Barrett's Taxonomy (1976) was used as a logical guide to develop the reading comprehension tests. Literal, inferential, evaluative, appreciative and total test reading comprehension were the dependent measures.

The results of this study suggest structured prereading activities have a positive effect on the reading comprehension of learning disabled children. Specifically, both a modified Concept Analysis Activity and a modified Directed Reading Activity had a statistically significant ($p < .05$) effect on evaluative reading comprehension; compared to the effect of a Worksheet Activity (control).

AN APPLICATION OF PROTOCOL ANALYSIS IN IDENTIFYING THE REASONING STRATEGIES USED BY SEVENTH- AND EIGHTH-GRADE REMEDIAL READING STUDENTS

Order No. 8118105

SEIBERT, JANE BOYCE, ED.D. *North Texas State University*, 1981. 107pp.

The major purpose of this descriptive study was to identify the reasoning strategies used by seventh- and eighth-grade severely disabled remedial reading students when attempting to comprehend expository and narrative prose. Additional research questions dealt with the most frequently used strategies; correct responses to questions through the use of strategies; strategies used when responding to narrative and expository prose; strategies used when answering literal and inferential questions; and the strategies used by individual students.

Methodologically, the technique of protocol analysis, adapted from problem-solving research, was used. Ten students were randomly selected from those students attending a remedial reading laboratory in a large metropolitan school district. Each student was asked to read twelve short passages and to respond to the two questions following each passage by thinking aloud why each answer choice was accepted or rejected. The verbal responses or protocols, which were taped and later transcribed, were studied in order to identify the reasoning strategies. Eight reasoning strategies were identified and the frequency distribution of the use of the eight strategies by the ten subjects was tallied. A tally was made of the protocols of the correct response to each question in order to determine the degree of success obtained when the various strategies were used. Tallies were made showing the strategies used when answering questions following narrative and expository prose and showing the strategies used when responding to inferential and literal questions. Finally, the strategies of each individual subject were examined in order to ascertain the strategy preference of each subject.

Results indicated that severely disabled remedial reading students do use various types of reasoning strategies in order to obtain appropriate responses to questions following prose discourse. Eight reasoning strategies were identified and definitions describing each strategy were developed.

Remedial students appear often to be willing to sacrifice understanding by focusing on a specific word in the question or choice and developing an answer to a question based on the presence or absence of that word in the passage. When remedial students use information explicitly stated in the passage or make logical inferences, they are successful seventy-five per cent of the time. When responding to questions following both narrative and expository prose, remedial students appear to remember detail better in narrative prose; however, remedial students show little variation in the strategies selected when responding to questions following both types of prose. Remedial students tend to be inconsistent in matching the appropriate strategy with the corresponding question type. The use of the identified reasoning strategies varies greatly from one individual student to another. Finally, pedagogical implications are suggested for the relationship between reasoning strategies and remediation; and methodological implications for further use of protocol analysis in reading research are cited.

HEARING IMPAIRED CHILDREN'S READING COMPREHENSION OF ANAPHORIC RELATIONSHIPS

Order No. 8127185

STOEFEN, JILL MARIE, PH.D. *The University of Nebraska - Lincoln*, 1981. 255pp. Adviser: Alma Homza

The purpose of the study was to investigate hearing impaired children's comprehension of four anaphoric relationships within conjoined sentences: *Type 1.* Repetition of the Noun Anaphora; *Type 2.* Personal Pronoun Anaphora; *Type 3.* Null Form Anaphora--Semantically Unacceptable Environment for the Use of the Object-subject Deletion Rule; *Type 4.* Null Form Anaphora--Semantically Acceptable Environment for the Use of the Object-subject Deletion Rule; *Type 5.* Pro-verb Anaphora. The effect of the object-subject deletion rule on comprehension of Types 3 and 4 was also assessed.

The test instrument consisted of six sentences for each type of anaphora. Each sentence was embedded in a short paragraph which was followed by a multiple-choice wh-question assessing comprehension of the anaphora.

Ten items from the Conjunction 1 subtest of the Test of Syntactic Abilities were administered to 90 prelingually hearing impaired (70 dB or greater) students in order to identify students who used the object-subject deletion rule (Rule Users) and those who did not (Rule Nonusers). The students ranged in age from 10 through 18 years.

Sixteen Rule Users, mean age 16.04 years, and 16 Rule Nonusers, mean age 15.76 years, were given the test instrument on the anaphoric relationships. Mean hearing loss was 93 dB and 92 dB, respectively.

It was hypothesized that both groups of students would obtain their highest scores on Type 1; their next highest on Type 2; and their third highest on Type 3. Rule Nonusers, however, would score equally as high on Type 4 as they did on Type 3 while Rule Users would find Type 4 more difficult. Type 5 was predicted to be the most difficult for both groups.

A 2 (Rule Use) x 5 (Anaphoric Type) repeated measures analysis of variance revealed that a significant difference existed for anaphoric type only. Utilizing Scheffé's ratio, it was found that Type 4 was more difficult than Types 1, 2, and 3 for both groups. No other pairwise comparisons were significant.

It was concluded that, with the exception of Type 4, both groups comprehended the anaphoric relationships well. However, when the semantic environment allowed the use of the object-subject deletion rule, comprehension of the null form anaphora (Type 4) was more difficult.

AN EVALUATION OF PEER TEACHING WITH BEHAVIORALLY DISORDERED ADOLESCENTS: IMMEDIATE AND GENERATIVE EFFECTS ON INSTRUCTIONAL PERFORMANCE AND SPELLING ACHIEVEMENT Order No. 8121598

STOWITSCHEK, CAROLE ELAINE, PH.D. *George Peabody College for Teachers of Vanderbilt University*, 1980. 129pp. Major Professor: Richard E. Shores

This study was a formative evaluation of a peer teaching package. The purpose was to investigate the effects of a peer teaching package on the teaching performance of directly trained adolescent subjects and subsequent effects on the performance of their learners. Generative effects of the peer teaching procedure were observed in successive peer teacher-learner dyads not directly trained by teachers. This study used an across subject multiple baseline design to study peer instructional behavior during daily training sessions and concomitant learner spelling test achievement scores. Results showed that all learners completing the study were successful in meeting an established criterion. Learner performance on daily spelling tests increased considerably when intervention in the form of peer instruction occurred. Peer use of the instructional strategy varied greatly but all peer teachers consistently used the recordkeeping and graphing strategies as described in the peer teaching package.

THE EFFECT OF ENCOURAGING PARENTS OF LEARNING DISABLED CHILDREN WITH READING DIFFICULTIES TO IMPROVE THE HOME READING ENVIRONMENT Order No. 8125431

SUIB, MARY BLAKE, PH.D. *The American University*, 1981. 168pp.

The purpose of this study was to investigate the feasibility of a training program to encourage the parents of intermediate school learning disabled students to make changes in the home reading environment that would assist their children in reading development.

Twenty seven families volunteered to participate in the study, eighteen as participants who attended three meetings and nine as controls. At the meetings the importance of reading in the home, the selection of current books popular with adolescents and behavioral management techniques were discussed. These topics represent three broad areas of reading development in which home factors appear to influence.

The study was designed as pre-experimental in the natural setting. The data was collected through questionnaires and reading exercises administered to the children--by their parents at the beginning of the study and sixteen weeks later. The data was analyzed by means of the t-test.

Given the voluntary nature of the participation and the use of non-standardized instruments and procedures for data collection the results of this study must be interpreted with extreme caution. The results indicate that parents were willing to make changes in the home reading environment to assist their children in developing reading skills. However, the results of the children's performance on reading exercises indicated that the children of the participants did not increase their reading ability significantly more than the children of the controls during the sixteen week period.

USING WRITING TO IMPROVE THE READING COMPREHENSION ABILITIES OF ACADEMICALLY UNDERPREPARED COLLEGE STUDENTS Order No. 8124318

WALKER-LEWIS, HERMINE DOREEN, ED.D. *Hofstra University*, 1981. 280pp.

The major purposes of this investigation were: (1) to determine if the relationships between reading and writing can serve as a functional pedagogical tool to improve the reading comprehension of academically underprepared college students; (2) to determine the effects on students' writing ability of an instructional program of reading that is integrated with writing; (3) to determine the effects of integrated reading/writing strategies on students' attitudes toward reading; and (4) to determine the effects of integrated reading/writing instruction on students' attitudes toward writing.

Subjects in this study were seventy-four academically underprepared college students attending the State University of New York College at Old Westbury, and who had been recommended to take a reading course, based on their scores on the Stanford Diagnostic Reading Test, III. The subjects were comprised of an experimental and a control group whose reading instruction emphasized integrated reading/writing strategies and traditional (non-integrated) methods, respectively. The Sequential Test of Educational Progress (STEP) Test III Reading, Level J, Forms X and Y was administered as a measure of reading comprehension. Holistic evaluation and analysis of specific linguistic variables were used to assess the quality of written responses to an investigator-constructed reading/writing comprehension test. A total of six written responses (pre-, mid-, and post-test reading/writing comprehension tests and writing samples) were obtained for each subject. A reading and a writing attitude scale were also administered to assess affective changes.

No significant differences were hypothesized between students in the experimental and control programs in (1) written responses to a reading/writing comprehension test, as measured by holistic scoring; (2) written responses to a reading/writing comprehension test as measured by an analysis of specific linguistic variables; (3) reading comprehension as measured by the STEP Test; (4) written responses to a composition topic as measured by holistic scoring; (5) written responses to a composition topic as measured by an analysis of specific linguistic variables; (6) attitudes toward reading as measured by the Estes Scales To Measure Attitudes Toward Reading; and (7) attitudes toward writing as measured by the Daly and Miller Instrument To Measure Writing Apprehension.

Test data were subjected to two types of statistical analyses: (1) t-tests of related means and (2) analyses of covariance F-tests.

The major findings showed that significant differences (.05 or beyond) were observed in the two groups in the direction of the experimental subjects' (1) written responses to an investigator-constructed reading/writing comprehension test as measured by holistic evaluation; (2) reading comprehension as measured by the STEP Test; and (3) attitudes toward reading and attitudes toward writing. No overall significant differences were observed between the two groups in (1) writing ability (written responses to a composition topic) as measured by holistic evaluation and an analysis of specific linguistic variables; and (2) written responses to an investigator-constructed reading/writing comprehension test as measured by an analysis of specific linguistic variables. However, two holistic variables (accurate and inaccurate response) and three linguistic variables (number of t-units, number of coordinate connectives, and word count) indicated significant improvement of the experimental group over the control group.

The findings have led this researcher to the following conclusions: (1) It appears feasible to use writing to improve the reading comprehension of academically underprepared college students. (2) Holistic scoring as well as an analysis of specific linguistic variables appear to be effective means of evaluating written summaries obtained in response to ideas generated from written discourse. (3) The experimental subjects' written comprehension of ideas appeared to be positively influenced by the emphasis on writing for expressive as well as receptive modes of language communication. (4) Subjects in the integrated reading/writing group demonstrated more positive attitudes toward reading and writing than subjects in the traditional non-integrated group.

A FORMAT FOR IMPROVING READING COMPREHENSION IN SECONDARY LEARNING DISABLED STUDENTS USING A CONCEPT FORMATION STRATEGY Order No. 8121557

WHITE, ELIZABETH MURCHIE, PH.D. *George Peabody College for Teachers of Vanderbilt University*, 1981. 159pp. Major Professor: Paul Redelheim

Previous reading theory and research support the relationship of conceptual skills and reading comprehension. However, little has been done to directly assess the relationship of the instructional development of conceptualization to improved reading comprehension. The purpose of this study was to evaluate the effectiveness of an instructional strategy based upon a concept development format. The concept development approach used was based upon the model of Frayer, Ghatala, and Klausmeier (1974) and

consisted of a sequence of four questions that proceeded from the concrete to the abstract level of understanding. The questioning sequence was directed at the major concept underlying the main idea in an attempt to build the conceptual background of the reader prior to the reading comprehension task.

This study used 22 middle and high school learning disabled students to compare the instructional approaches. The comparison groups included: a group which received a teaching approach based upon a simple statement about the content of the story and the need to read it very carefully (designated the Traditional Strategy); a group which received a teaching approach based upon the development of an underlying concept in the story through the use of a questioning sequence (designated the Questioning Strategy); and a group which received a variety of instructional strategies in the respective classrooms (designated the Control Group).

Five research questions were addressed with the following results: (1) What is the effect of the questioning procedure on long-term comprehension? Long-term comprehension was assessed by pre- and post-tests on the Woodcock Passage Comprehension subtest. While a differential effect was found indicating the questioning strategy did have an effect, it did not attain significance. (2) What is the effect of the questioning procedure on the amount of information remembered over a period of twelve weeks? The amount of information retained over time was measured by a teacher-made test. No significant effects were noted among the two experimental groups. (3) What is the effect of the questioning procedure on the daily rate of correct responses to a comprehension task? Daily responses to comprehension questions from the *Reading for Concepts Series* were measured. There was a highly significant difference in the success and failure rates of the two experimental groups indicating that the questioning strategy is most effective in producing an improved immediate comprehension performance. (4) Will the questioning procedure be equally effective in increasing the long-term comprehension of both relatively good and poor readers within the reading disabled group? This question could not be analyzed due to samples too small to analyze with any statistical reliability. (5) Will the questioning procedure be equally effective in increasing correct responses to factual and inferential questions found in the *Reading for Concepts Series*? There was no significant difference between the response rates for literal or inferential questions in either of the two experimental groups.

In summary, this study indicates that there may be a relationship between instruction in concept formation and improved reading comprehension. Improvement was noted for both immediate and long term comprehension performance, although the long term effect only approached but did not attain significance. It would appear that if the concept is developed in an interactive questioning strategy prior a the reading assignment, immediate reading comprehension performance improves in adolescent learning disabled students, but does not generalize to improved long term comprehension.

The instructional strategies used in this study seemed to have no differential effect upon the amount of information retained over time or upon the answering of literal or inferential comprehension questions. These results did not clarify the issue of how to improve higher order question responses.

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